

Redesign Plan

Benton Harbor Charter School Academy

Benton Harbor, Michigan

Mr. Tim Harris, Principal
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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Benton Harbor Charter School Academy is an educational community that serves grades pre-K- 8. We teach each child as an individual. The classes are small, so the teacher has the chance to work one on one with the students. Discipline is strict, so the parents know children are learning in a safe environment. The academic standards are set high, so the children feel challenged to reach their potential. Character development and accelerated learning are central part of the educational experience and helps to prepare children to be active, thoughtful and caring participants in the world around them.

We currently have 433 students enrolled in our school. The school is 97% African American, with the other 3% made of white and Hispanic students. The school is located in the city of Benton Harbor. With 48% of the population being below the poverty rate, the school serves as beacon of hope where children can spend time participating in after school learning and co-curricula activities that help with their overall enrichment. Currently, we are 100% Title One; funds are used to help students flourish beyond their academic potential. Classrooms are equipped with Smart Boards and computers are available for student use including research to reach the world beyond their city.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision: Providing the tools to empower each child's continued journey to greatness.

Mission: To prepare and inspire every child to face the challenges and seize opportunities in their journey to greatness as reflected in the core values.

Core Values: Honesty, Respect and Trust; Lifelong Learning; Character; Leadership; Results

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Benton Harbor Charter School Academy (BHCSA) has worked to improve the academic resources it offers to students and the surrounding community. In 2015 our former salutatorian and valedictorian graduated from Morehouse and Michigan State.

The Academy assisted many of our families in obtaining internet services through Comcast. BHCSA works with the surrounding community to keep the parks clean and we run community food drives to support local families. We are working to increase parent involvement in our school, and to ensure every child meet or exceed Career & College Bench Marks.

Areas of improvement that the school is striving to achieve in the next three years are the following:

1. All second graders will be on grade level when entering Grade 3. Grade 2 and 5 are Gateway Grades for Reading and ELA.
2. Academic mindset will permeate the school culture.
3. Curriculum accountability is re-established to ensure that the taught curricula in the core subjects are aligned with the essential standards.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We are improving our school through evidence based program and services and working toward meeting the needs of each of our students. Our teachers provided intense professional development and our technology is constantly being updated to expand learning for our students. Our parent resource room has proven to be a catalyst driving parent involvement and parent training beyond our expectations. Our teacher training and development is exemplary and intense.

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Tim Harris, School Leader: timharris@choiceschools.com

Chris Ruiters, Choices Schools Associates Director of Educational Leadership: chrisruiter@choiceschools.com

Shaya Helbig, Accelerated Learning Center Director: shayahelbig@choiceschools.com

Sara Ballinger, Title I Coordinator: saraballinger@choiceschools.com

Kay Wing, Reading Specialist: kaywing@choiceschools.com

Bryanne Masterson, Math Specialist: bryannemasterson@choiceschools.com

Sarah Puchala, Middle School Teacher: sarahpuchala@choiceschools.com

Kendra Zicherman, Middle School Teacher: kendrazicherman@choiceschools.com

Terri Mays, Board Member: terrimays@comcast.net

Christine Russell, Technology Teacher: chrisrussell@choiceschools.com

Shontea Elliott, Parent: red@ymail.com

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Goal 1: Improve instructional leadership to guide school-wide effort and monitor and advance student achievement.

The Board of Directors of Benton Harbor Charter School Academy is committed to providing the School leader with ongoing professional learning. Professional learning will focus on using data to drive instruction to improve instructional effectiveness and student achievement. Opportunities for supporting this learning will be provided by Berrien-RESA, Choice Schools Associates, Michigan Department of Education, Michigan Association of School Administrators and other educational entities.

Goal 2: Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students.

The primary school-wide assessment that Benton Harbor Charter School Academy uses is MAP (NWEA) MAP is a computer adaptive assessment that identifies mastery of common core standards in Reading, Math and Science. BHCSA began administering the MAP assessment three times each year (fall, winter, spring) in Reading and Math during the 2015-2016 assessment. The assessment provides comparison data at the school, state and national levels. The data gained from Global Scholars serves as the foundation for monitoring student achievement and assists with the identification and placement of students in cooperative learning groups and also provides information, which helps teachers differentiate instruction and recommend students for additional support and interventions. Finally, MAP data is used as a basis for discussion with parents during progress monitoring conferences and is posted on data walls in classrooms to engage students in monitoring class and individual progress.

Goal 3: Develop and implement a comprehensive professional development plan to continue to improve instructional practice.

Benton Harbor Charter School Academy recognize a need to provide its staff with a more structured and carefully orchestrated data-driven system for Professional Learning (PL) that promotes collegial support, aids in assessing instructional practices and provides instructional program support, in order to raise student achievement. Prior to 2015-2016 school year, a lack of a consistent structured process existed whereby teachers met regularly for the purpose of assessing and adjusting learning practices supported by student data.

State what data were used to identify these ideas

Prior to defining the Big Ideas, BCHSA engaged in an analysis of data to better understand student performance relative to Michigan's proficiency and growth expectations. The analysis of data enabled us to identify areas of school-wide weakness, grade-level weakness, and specific student needs. The primary data source consisted of aggregate and disaggregated state test data to identify specific student groups that were struggling to achieve proficiency. We also analyzed the following data:

- NWEA (norm-referenced data).
 - M-Step
 - Staff satisfaction survey results.
 - Staff turnover.
 - Staff experience and effectiveness.
 - Parent satisfaction and engagement survey results.
 - Discipline, suspension, expulsion.
 - Attendance and enrollment.
 - Student retention and attrition.
 - Demographic.
 - Engage NY formative assessments.
 - Allocation of funds to improve instruction.
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PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1 A:

Benton Harbor Charter School Academy rehired a former principal, Tim Harris, to begin the 2015/2016 school year. Tim Harris meets all five turnaround competencies and was hired as a direct result of declining student achievement at BHCSA. In rehiring Tim Harris BHCSA gained an instructional leader with demonstrated successful experience in turning around schools. Principal Harris in analyzing his staff and in doing effective evaluations, implemented improvement plans where necessary. By the end of 2015, several teachers were reassigned based on their professional strengths. Principal Harris also used building level data to help realign teaching assignments and schedules - grade level, resource services, and ~~special~~ instructional interventions. Principal Harris identified cultural, behavioral, and organizational norms that needed to be addressed. As a result, professional development has been targeted to support professional learning communities, school wide Positive Discipline Support Plans (PDSP)/PBIS. Additionally, curriculum alignment, common assessments, and progress monitoring for student success are being addressed. A-New reading and math specialist positions were created to support teachers in the classroom and other identified issues that were preventing all students from being successful. In addressing the changes necessary for BHCSA's success, Principal Harris worked with his staff to create a Priority School Team which identified the critical "Big Ideas." Collectively they identified three specific "Big Ideas" to target: Goal 1: Improve instructional leadership to guide school-wide effort and monitor and advance student achievement. Goal 2: Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students. Goal 3: Develop and implement a comprehensive professional development plan to continue to improve instructional practice.

1B:

The Board of Directors of Benton Harbor Charter School Academy is committed to providing the School leader with ongoing professional learning. Professional learning will focus on using data to drive instruction to improve instructional effectiveness and student achievement. Opportunities for supporting this learning will be provided by Berrien-RESA, Choice Schools Associates, Michigan Department of Education, Michigan Association of School Administrators, Ferris State University and other educational entities. The school leadership is committed to the development of teacher leaders through the Peer Accountability Leaders program. BHCSA faculty and staff, led by Tim Harris, along with the Board of Directors, community stakeholders, parents and students will continue to work together to make the school a viable institute of quality teaching and learning. Our focus on instructional leadership began during the 2015-16 school year and includes the following:

1. Time on Task

High-poverty students benefit the most from expanded learning time. These students often do not have access to the same kind of out-of-school family and community learning resources as their higher-income counterparts. This is a reality that widens both opportunity and achievement gaps. BHCSA offers the following:

- a. 90 minute blocks of reading and math test taking skills
 - b. 180 minutes of Saturday school
2. Teacher Evaluation System: Danielson Framework for Teaching ([Danielson Framework](#))
- a. Superintendent trained August 10, 2016/Administrator Trained September 23 , 2016
 - b. Teachers Trained August 31, 2016
3. Academic Mindset ([Academic Mindset Overview](#))
- a. Trainer: Chris Ruiters, Director of Educational Leadership at Choice Schools Associates
 - b. School Leader completed course 12 Dec, 2016
4. Administrator Evaluation System ([Details](#))
- a. School ADvance Administrator Evaluation System (provided by Michigan Institute for Educational Management)
 - b. Superintendent and Administrator training November 1 & 2, 2016
5. Engage NY Implementation (<https://www.engageny.org/>)
- a. Administrator and Teacher Leader Training June 20-23, 2016
 - b. Building Wide Curriculum Training and coaching throughout the year
6. Intentional Instruction and Tracking Learning
- a. Trainer: Ron Schneider, Associate Director, FSU Charter School Office
 - b. Building Wide Training October, 2016
7. Accelerated Schools Training that includes the following:
- a. K-8 Reading Across the Curriculum
 - b. Webb's Depth of Knowledge Training
 - c. Reflective Practices in the Classroom
 - d. Framework For Teaching Children of Poverty
 - e. Parent Involvement/Training:
 - f. Kagan's Cooperative Learning
 - g. Character Education
 - h. Daily 5
 - i. NWEA
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Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

2A:

In collaboration with Choice Schools Associates, BHCSA has adopted the Danielson Framework for Teacher Evaluation as its teacher-evaluation model. This plan meets Michigan's evaluation requirements. The plan measures each teacher's performance using both quantitative and qualitative measures. We measure academic growth and hold staff accountable for success in these areas. Student growth was valued at 50% until MCL380.1249 was enacted.

2B:

The building administrator will be evaluated using School ADvance Administrator Evaluation System. The plan measures each school administrator's performance using both quantitative and qualitative measures. We measure academic growth and hold the building leader accountable for success in these areas. Student growth was valued at 50% until MCL 380.1249 was enacted.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A

BHCSA seeks to recognize teachers and staff members that have a positive impact on student achievement. Our evaluation system weighs student achievement data as 25% of total evaluation. The building leader also has a system in place to regularly recognize the positive impact that teachers are making in the classroom. The principal's evaluation also includes student data as 25% of the total evaluation. We believe that increased student achievement and implementing the instructional program are interdependent. Data analysis informs effectiveness of curriculum, instruction, and assessment toward improved student achievement. Rewards for improved student achievement include additional pay and recognition through service on collaborative decision making committees.

3B

BHCSA believes that it is in the best interests of the students we serve to quickly and directly confront employee-performance concerns. All evaluation data will inform decisions about, retention, promotion, and termination of employment. In addition, observations and feedback using Danielson Framework, along with both mid-year and year-end evaluations, will help define professional development goals for each teacher. If data shows that a teacher or school leader is not performing adequately, he or she will receive additional coaching and professional development to foster improvement in identified areas. Employees may be placed on an Individual Development Plan to help them grow and develop. If an employee's performance fails to demonstrate the improvements within the timeframe specified in the Individual Development Plan and/or there is a severe performance shortcoming, we will terminate employment. With help from the school management company, school leaders will make decisions sensitive to the needs of students.

These decisions may include identifying, supporting, and/or terminating the employment of ineffective staff.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

4A

Benton Harbor Charter School Academy explored available, high quality, researched-based, professional development and opportunities and constructed a plan specifically targeted to our "big ideas" and the instructional programs, identified during Accelerated School Meeting (Taking Stock). Through an extensive evidence based and collaborative process, Engage NY was identified as the curriculum that included Common Core State Standards alignment, teacher prompts, and formative assessments to assist in determining student progress toward Michigan essential standards of learning. Intensive professional development is ongoing.

Professional Learning Communities (PLCs) will provide an opportunity to analyze data, use student samples and planning time to implement newly acquired skills from job embedded professional development. PLCs will meet 60 minutes weekly.

Professional Development and PLC's will be driven by data collected. Each teacher will assist students in tracking their personal growth with Individual Student Learning Plan. Data walls will be utilized to monitor each core academic area. The data will include all periodic assessments. This data will be used to measure the effectiveness of staff delivery of academics and student growth and to make key instructional decisions.

Professional Development will be ongoing throughout, with offerings during school-wide professional development days; grade level embedded professional development and summer boot camp prior to the beginning of school. The accountability for the professional development will be evident in classroom walk-throughs, data walls, and the results of our PLCs. Stipends will be paid for professional development held outside the school day or school calendar.

On-going monitoring of instructional practices will take place to ensure that staff is implementing all core academic areas with fidelity. Administration will conduct the walk through (with a rubric) monthly for each teacher. This will be supported by administrator training in Charlotte Danielson evaluation tool.

As a crucial component to our academic success, staff will also focus on behavior interventions and alternatives to suspension. All staff will carry out the Positive Discipline Support Plan/PBIS and Conflict Resolution. Administrators will focus on building skills for managing behaviors and provide assistance to teachers as they create positive behavior support plans for students while involving parents to support the process. Administration will support staff through defining the protocol for discipline and classroom support. .

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

5A

We know that nothing has a greater impact on student learning than the presence of great teaching in every classroom. Based on fall 2015 MSTEP results, Benton Harbor Charter School Academy was in the bottom five percentile of all schools in Michigan and as a result has been identified as a Priority School. Proficiency for all grade levels has declined in all core subjects. As a result of the data analysis BHCSA and student needs is to recruit effective teachers in all core subjects. Additionally, BHCSA also seeks candidates with experience working with students from diverse backgrounds including at risk and low socio-economic populations. We look for teachers who are committed to the mission and possess an unwavering dedication to promoting high expectations and academic growth. Teachers do not work independently in their classrooms but collaborate with their grade-level teams in planning lessons, honing instructional techniques, and achieving learning objectives. Participating collaboratively and professionally with other staff, as well as with parents, volunteers, and the community, are key attributes we desire in teachers. Teachers promote and always seek to fulfill the guiding concepts for the school, including its mission, moral focus program, and vision.

The leadership team (Principal, Title I Coordinator, and high performing teachers) at Benton Harbor Charter School Academy makes all hiring decisions and employee placement is based on the specific school and student needs. BHCSA benefits from its partnership with Choice School Associates and its extensive teacher-candidate network and recruitment capabilities. CSA leverages both internal and external candidate pipelines. Some of the sourcing strategies utilized include:

- Online advertisements.
- Relationships with colleges and universities.
- Print advertisements placed in newsletters, journals and local newspapers.
- Partnerships with Teach for America and other professional bodies.

The interview process begins with CSA screening the candidate's information and verifying the candidate's employment application to enable the selection of the best talent for the school and ensures the BHCSA student needs are met, including the hiring of Highly- Qualified (HiQ) teachers for 100 percent of classrooms. As an initial step in the hiring process, CSA reviews each candidate to determine if the candidate is "highly qualified" as defined in state law, No Child Left Behind/ESSA, and IDEA.

5B

BHCSA offers up to a \$500 yearly incentive for continuing education classes and college courses related to instructional assignments. An additional incentive is given every time a new degree is completed. We offer a comprehensive health care package, 401K benefits, and the opportunity for some to advance their careers by being selected to participate in Future Leadership Program (FLI); a program offered to all staff who would like to have a leadership career with the company. This a two year comprehensive program that guides employees through the task of leadership with the company. Once the program is complete, staff can apply for leadership opportunities with the company.

BHCSA offer teachers training in Educating Children of Poverty, Engage NY, Kagan Cooperative Learning, and in spring 2016 the academy adopted a strict Anti-Bullying policy, and has developed an onsite Accelerated Learning Center to address mandates of early childhood literacy.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program.

The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

6A

The Reform Team initiated their search for cause associated with our school's Priority School status through extensive use of the Collaborative Learning Cycle. We began by analyzing Michigan Student Test of Educational Progress (MSTEP) data. To provide multiple sources of information, we also confirmed our results through the following data: demographic data regarding enrollment trends, subgroups of students, attendance of students and staff, discipline referrals, and suspension rates; local achievement data in the form of DIBELS and NWEA; and perception data from students, parents, and staff. All achievement data was disaggregated by subject and grade. Demographic data was disaggregated by grade and subgroup.

This data-driven study process highlighted three areas of concern. First, BHCSA three year trend data indicated that students lagged significantly behind state averages in all subject areas associated with Michigan Student Test of Educational Progress (MSTEP) testing. Over the last three years, there has been a decline in overall student achievement. Math proficiency has experienced the most dramatic decline over a multi-year period. In addition, staff and parent perception surveys, office discipline referrals, and suspension rates showed that BHCSA's culture and climate were negatively impacting learning. The Code of Student Conduct was revised to embrace the Positive Discipline Support Plan which works to keep students in school through alternatives to suspension and continuing instruction.

It became obvious through our data digs that improving teacher's knowledge and skills in all core areas is pertinent to increase student achievement and proficiency levels for BHCSA students. Another critical area focused on the development, awareness, implementation, and communication of curriculum in all core areas. It was also determined that we must promote a positive school culture and climate that is valued and protected by all stakeholders. These areas of concern are highlighted in our big ideas.

6B

From these big ideas, the committee investigated research-based instructional programs and strategies to address the areas of deficit. This led to the selection of Engage NY and an instructional plan focusing on implementing Curriculum, Instruction, and Assessment. Scheduling at BHCSA will be a priority to ensure that there will be uninterrupted 90 minute reading and 90 minute math instructional blocks. Job embedded professional development will be in place to increase teacher knowledge and skills in effectively implementing Professional Learning Communities (PLCs), Multi-Tiered Systems of Support (MTSS), curriculum, and

curriculum scope and sequence. Common assessments, including Engage NY and teacher made, will be created and staff will be coached and guided through the process of deciphering data and using it to make instructional decisions. These actions address all content areas and tie directly to the causes of our low student performance.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.

7A

In addition to using MSTEP and NWEA MAP data, teachers also administer pre-mid-post-assessments from Engage NY. This teaching strategy will be fully implemented during the 2016-17 school year when pre-assessments are given to assess pre-requisite skills prior to instruction. As teachers receive the data acquired from pre-assessments, they can plan lessons thoughtfully, address the student deficits and challenge stronger students. During the course of instruction, formative assessments are on-going. These assessments include, but are not limited to, daily or weekly quizzes, exit tickets, reflections, summaries, homework assignments, class polls, etc.

Teachers analyze data from these sources regularly to drive instruction. Upon completion of a unit of study, teachers administer post-assessments from Engage NY. The data generated from post assessments, coupled with data from pre-assessments, allows teachers to see student growth in a measurable way.

Finally, data collected from the instructional programs will be collected, analyzed and used to monitor the effectiveness of implementation of all components of the instructional program. Data gained from the analysis of the ILC data will help maintain a laser like focus on increasing achievement and closing achievement gaps.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) A description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) A description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

8 A:

Benton Harbor Charter School Academy redesigned the master schedule. A new schedule will be aligned to allow for common planning time amongst grade level teachers as well as to provide time to incorporate the 90 minute accelerated block for grades 2-8 in both math and reading. Those blocks will be determined by administration and a scheduling team and will be posted at each classroom door as well as communicated to the parents to promote uninterrupted learning time. This will provide common math and ELA as well as time for consistent writing blocks. There will also be Title I and enrichment blocks incorporated to provide push in/pull out enrichment strategies for identified students.

8 B:

Benton Harbor Charter School will increase time for accelerated activities through extending time on task. BHCSA will also have priority in scheduling resource teachers to make sure that the instructional blocks and common planning times can be implemented to allow staff time to collaborate and effectively implement priority plan instructional strategies. The after school Skill City offers elementary students 75 minutes of additional instructional time in ELA and Math and 120 minutes for middle school students.

8 C:

Benton Harbor Charter School Academy will add additional time for professional development by adding additional

days of staff professional development to support preparation and training for implementation of the priority plan strategies, data analysis, and professional learning communities work. Teachers will meet one hour weekly, as a Professional Team to review progress monitoring, discuss strategies, and document progress. In addition teachers will attend break-out sessions over the summer and use grade level planning time for additional training.

Requirement #9: Provide ongoing mechanisms for engagement of families and community. Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts

9A

BHCSA strives to develop strong relationships with students and parents, with the purpose of increasing student achievement and improving family engagement. Parent involvement can improve the capacity and effort of the child as well as increase the time devoted to academic learning and provide additional instructional resources in the home. We will involve families in our improvement efforts by consistently communicating with parents and providing opportunities for feedback.

- Parents will receive training on how to access their student's grades and behavior records
- Parents will participate in an interview process to explain the home and school support needed for their child once placed in the center.
- Parents will be given the opportunities to interact with the classroom and receive training for providing active assistance to their child.
- Parents will be encouraged to take advantage of GED programs and other parent resources provided by the school.
- Parents will be encouraged to participate in our monthly parent projects, and take home volunteer bags.
- Parents have the opportunity to choose between 50 different ways to get involved with the education program of their student.

9B

BHCSA enlists the services of social services agencies, mentoring programs, local businesses, foster grandparents, fraternities, sororities, and retired teachers to help accomplish our mission

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

10A

Benton Harbor Charter School Academy's staff is employed by the school's education management partner and there are no collective bargaining or union agreements. This allows BHCSA great operational flexibility to break traditional organizational norms and adjust quickly in a fast cycle without being tied to a collective bargaining agreement.

Benton Harbor Charter School Academy has autonomy over its Schoolwide Title IA, Title IIA, Title III, and Section 31a expenditures. As the building leader, Mr. Harris collaborates with the School Improvement Team to determine BHCSA's grant budgets based on the School Improvement Process. Additionally, Mr. Harris in collaboration with Chris Ruiter, Choice Schools Director of Educational Leadership is the final decision maker on grant expenditures.

As part of Benton Harbor Charter School Academy's School Improvement Process the Schoolwide Plan and grant budgets are developed collaboratively with input from all required stakeholders. The School Improvement Team is comprised of building-level stakeholders including Mr. Harris as the building leader, Ms. Ballinger as the Title I Coordinator, teachers, board members and parents. The SIP Team conducts a Comprehensive Needs Assessment during which student achievement data, demographic data, program and process data, and perceptions data are analyzed to identify BHCSA's needs and areas of focused improvement. Mr. Harris and the School Improvement Team prioritize the investment of their funding sources, including Title IA, Title IIA, Title III, and Section 31a, to implement the proposed strategies for schoolwide improvement.

BHCSA presents their findings and recommendations from the Comprehensive Needs Assessment and solicits feedback on their proposed school improvement efforts, grant funded programs, and investments during stakeholder meetings with parents, staff, and the School Board. The stakeholder feedback is documented through minutes of

respective meetings and survey results. That feedback is then reviewed by Mr. Harris, and the SIP and leadership team to assess if the schoolwide plan and proposed grant budgets need adjustments.

Per the School-level Decision Process, the Principal determines BHCSA's Title IA, Title IIA, Title III, and Section 31a budget and is the final decision maker on expenditures. Mr. Harris communicates the school's needs and budget priorities to BHCSA's grants consultant and business analyst annually each spring and throughout the year as needed. Per the District Oversight Process, CSA ensures compliance to applicable federal, state, and local requirements as well as monitors expenditures compared to the intended budget.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

11A

BHCSA is a public school academy and it its own single-building district governed by a seven member Board of Directors appointed by Ferris State University. Our school leadership and staff will benefit from the support and technical assistance provided by our authorizer, Ferris State University Office of Charter Schools, our education management partner, CSA, Berrien RESA, and MDE.

11B

BHCSA leadership will ensure participation in all workshops and conferences offered by Berrien RESA, Michigan Department of Education, Ferris State University Office of Charter Schools, and Choice Schools Associates.

Please see Test Score Improvement Plan developed for FSU for your information.
